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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 13 titles deal with the following topics: the development of strategies and materials for teaching speech communication to students in a remedial pilot program; the treatment of ethics in selected speech communication textbooks; methods of instruction in the college communication classroom; the development of the system for integrated language communications observation; the effects of three methods of instruction on student comprehension and application of the communication process; 25 communication modules for middle school students; sex and sex role differences in the classroom verbal behavior of college students; orientations among speech faculty and chairpersons toward faculty performance assessments; the effect of a communication training model on ninth grade students; the organization of verbal interaction in classroom lessons and its effect on successful classroom participation; verbal interaction of student teachers and their pupils during language arts and social science lessons; verbal communications of teachers and students in small groups for personal and interpersonal growth in the classroom; and the effect of assertive communication and presence of audience on students' and teachers' perceptions of the rules that guide a student in a disagreement with a teacher. (FL)

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Speech Communication Education and Classroom Interaction:

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Abstracts of the following dissertations are included in this collection:

Ambrose, Delorese Williams
THE DEVELOPMENT OF STRATEGIES AND MATERIALS FOR TEACHING SPEECH COMMUNICATION TO STUDENTS IN THE REMEDIAL "PILOT PROGRAM" AT BROOKLYN COLLEGE

Andersen, Mary Ann Klaaren
AN ANALYSIS OF THE TREATMENT OF ETHICS IN SELECTED SPEECH COMUNNICATION TEXTBOOKS

Bauer, Luanne J.
MORAL REASONING AND THE DECREASE OF DOGMATISM IN THE COMMUNICATION CLASSROOM: SMALL GROUP DISCUSSIONS AND CREATIVE DRAMA AS METHODS OF INSTRUCTION

Bratton, Mary Elizabeth Cataldi
THE DEVELOPMENT OF THE SYSTEM FOR INTEGRATED LANGUAGE COMMUNICATIONS OBSERVATION

Dibattista, Ronald Angelo
EFFECTS OF THREE METHODS OF INSTRUCTION ON STUDENT COMPREHENSION AND APPLICATION OF THE COMMUNICATION PROCESS

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Greene, Susan Marinel
SEX AND SEX ROLE DIFFERENCES IN THE CLASSROOM VERBAL BEHAVIOR OF COLLEGE STUDENTS

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POSING THE PROBLEM...FINDING THE PROBLEM: THE ORGANIZATION OF VERBAL INTERACTION IN CLASSROOM LESSONS AND ITS EFFECT ON SUCCESSFUL CLASSROOM PARTICIPATION

Nielsen, Geoffrey Arthur
A STUDY OF VERBAL INTERACTION OF STUDENT TEACHERS AND THEIR PUPILS IN PRIMARY AND SENIOR ELEMENTARY GRADES DURING LANGUAGE ARTS AND SOCIAL SCIENCE LESSONS

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A STUDY OF VERBAL COMMUNICATIONS OF TEACHERS AND STUDENTS IN SMALL GROUPS FOR PERSONAL AND INTERPERSONAL GROWTH IN THE CLASSROOM

Weathers, Janet Lynn
THE EFFECT OF ASSERTIVE COMMUNICATION AND PRESENCE OF AUDIENCE ON STUDENTS' AND TEACHERS' PERCEPTIONS OF THE RULES WHICH SHOULD GUIDE A STUDENT IN A DISAGREEMENT WITH A TEACHER

THE DEVELOPMENT OF STRATEGIES AND MATERIALS FOR TEACHING SPEECH COMMUNICATION TO STUDENTS IN THE REMEDIAL "PILOT PROGRAM" AT BROOKLYN COLLEGE

Order No. 7924578

AMBROSE, Delorese Williams, Ed.D. Columbia University Teachers College, 1979. 162pp. Sponsor: Louis Forsdale

This dissertation examines the oral communication problems of underprepared college freshmen in the Pilot Program at Brooklyn College. It identifies three broad communication areas to which the compensatory speech course needs to address itself: thinking and organization of ideas, interpersonal communication, and Standard English speech. Specific communication problems associated with formal speech--as identified in testing and/or classroom speaking situations--are pinpointed under each of the above categories. These include extreme communication anxiety or reticence; poor listening skills; low self-esteem; failure to accommodate language style, content, and interpersonal behaviors appropriately for varying speaking contexts; exclusive use of nonstandard dialect patterns; lack of fluency of ideas; lack of fluency in speech; an inability to develop a point sufficiently and in a variety of ways; poor organization of ideas; and a narrow vocabulary range.

Teaching strategies and materials were developed and/or adapted over the course of two semesters (Fall 1977 and Spring 1978) to meet the special needs of this student population. These include criterion-referenced instructional objectives and tests for each communication problem identified above; the use of individual, dyadic, small group, large group and one-to-many speaking exercises to provide practice in analytic and critical thinking, interpersonal communication skills, and improvement of voice, diction and Standard English speech. Classroom arrangements, the use of language laboratory and of other arrangements providing for experiences outside of the classroom are also outlined. Samples of materials adapted for the course are offered along with a series of original tapes and worksheets which rely on the technique of contrastive drill practice for improvement of Standard English speech.

The assessment of the recommended strategies and materials presented in this dissertation does not include any systematic attempt to measure relative student gains for the proposed approach compared to, say, traditional approaches or to no intervention at all. However, summative evaluation of student outcomes yielded highly positive results, and subject matter experts from relevant fields who served as evaluators of the work reflected in this dissertation all assessed the work favorably and offered several useful suggestions for its implementation and improvement.

The following recommendations are finally offered: (1) course time needs to be expanded to two, rather than one, semesters; (2) alternate sections need to be devised to address the ESL population within the program; (3) a more interdisciplinary focus, embracing reading, writing and speech is desirable; (4) a program of teacher training in remedial speech instruction is warranted; (5) empirical studies in the field of remedial speech are needed if this area of instruction is to serve the underprepared college student adequately; (6) there is a need for development of reliable standardized tests for measuring communication skills in the three areas identified in this work.

AN ANALYSIS OF THE TREATMENT OF ETHICS IN SELECTED SPEECH COMMUNICATION TEXTBOOKS

Order No. 7916660

ANDERSEN, Mary Ann Klaaren, Ph.D. The University of Michigan, 1979. 345pp. Chairman: C. William Colburn

The purpose of this study was to ascertain the status of ethical treatments within speech communication textbooks for the basic course. Eighteen textbooks were selected for study. Each text was examined to assess what was provided to enable students to formulate their own ethical positions. The study was accomplished in three stages. First, the ethical treatments were described. Second, the ethical treatments were analyzed. Finally, the treatment of ethics by the various authors was evaluated. Five texts were classed in the highest category for their treatment of ethics, ten in a middle category, and three in the lowest division.

The following conclusions about the similarities and differences among the treatments were reached:

1. The quality of the conceptualizations of the ethical positions themselves was found to be a significant difference. The authors of the highly rated texts presented ethical positions in a coherent manner and their thinking on ethics was effectively integrated into the theories of communication the authors advanced. This can be explained on the basis that ethical issues were perceived and shown to be inherent to the communication process.

2. All eighteen texts based their ethical positions upon the values of a democratic culture; however, there were significant differences in values in terms of their application to speaking. In general, the top-rated texts explained how the views of human nature they embraced gave rise to their positions. What was most decisive, however, in affecting the content of the positions was what interpretation of the democratic ethic was adopted: the thinking of a specified individual or the generally known values or principles associated with the culture.

3. The texts differed in the comprehensiveness or breadth of positions offered. This was demonstrated in standards given for the selection of both ends and means--the major choices of the communicative act. Twelve texts endorsed standards of the democratic ethic pertaining to the choice of both ends and means. Virtually all the texts included the honesty or truth ethic applicable to means. This was predictable, however, since it reinforces the fact that democracy is viewed as a process for solving problems through the use of means or procedures that facilitate the communication of truth. The texts fell short in their treatment of ends. In fact, five texts analyzed in the study failed to advance the standard of the best welfare for all.

4. The texts varied widely in the depth of development and, consequently, the soundness or adequacy of their standards. The standard of honesty or truth-telling pertinent mainly to means was developed in varying degrees by virtually all eighteen texts. Thirteen texts dealt with the standard of the best welfare for all that is applicable to ends. It was in this area that the texts displayed the greatest differences in depth of development. This was particularly true for those texts that grappled with the most significant and difficult ethical dilemma: how to decide the "good" for all.

An epilogue is offered at the conclusion of the study in which the author raises questions essential to laying the groundwork for an ultimate ethic for communication.

MORAL REASONING AND THE DECREASE OF DOGMATISM IN THE COMMUNICATION CLASSROOM: SMALL GROUP DISCUSSIONS AND CREATIVE DRAMA AS METHODS OF INSTRUCTION

Order No. 7927291

BAUER, Luanne J., Ph.D. Northwestern University, 1979. 225pp.

The purpose of this study was to determine whether small group discussions of selected moral dilemmas and creative drama experiences centered on moral dilemmas contribute to growth in moral reasoning and to the reduction of dogmatism of students in the college communication classroom.

The following null hypotheses were tested in this study: 1. There will be no difference in growth of moral judgment between college students who participate in small group discussions of selected moral dilemmas in the communication classroom and students who do not have such experiences. 2. There will be no difference in decrease of dogmatism between college students who participate in small group discussions and students who do not. 3. There will be no difference in growth of moral judgment between college students who participate in creative drama experiences centered on moral dilemmas and students who do not have such experiences. 4. There will be no difference in decrease of dogmatism between students who participate in creative drama experiences and students who do not.

The 121 subjects who participated in this study were enrolled in the required Communication Skills course at Andrews University, a Seventh-day Adventist institution. The 46 experimental subjects who received Instruction 1, small group discussions, were enrolled in two sections of the winter quarter course. The 42 subjects who received Instruction 2, creative drama experiences, were enrolled in two sections of the spring quarter course. The 33 control subjects were randomly selected from the remaining winter and spring Communication Skills sections.

Covariate data collected from all subjects included cumulative grade point averages, scores on the Torrance Tests of Creative Thinking, Verbal Form A, and pretest scores on Rest's Defining Issues Test and on Rokeach's Dogmatism Scale, Form E. Criteria data were provided by posttest scores on the Defining Issues Test and the Dogmatism Scale.

Cochran's and Bartlett's tests revealed that the three experimental groups had homogeneous variances. Pearson correlation coefficients indicated that each posttest was significantly correlated with its pretest but that there was no significant correlation between cumulative G.P.A. and dogmatism and no correlation between creativity and any other variable. It was, therefore, possible to discard cumulative G.P.A. as a covariate in relation to dogmatism and to drop creativity as a covariate altogether.

The analysis of covariance ($p = .008$) followed by Duncan's Multiple Range Test for Nearly Equal Numbers indicated that the first null hypothesis should be rejected. These two analyses also revealed that the data did not allow for the third hypothesis to be rejected. Although dogmatism decreased for both experimental groups, the second analysis of covariance indicated that the decrease was not significant ($p = .096$).

The main conclusion of this study is that the use of small group discussions of selected moral dilemmas in the college communication classroom can contribute to students' moral development.

Suggestions for further research were offered. Lesson plans for both methods of instruction were included in the appendices.

THE DEVELOPMENT OF THE SYSTEM FOR INTEGRATED LANGUAGE COMMUNICATIONS OBSERVATION

Order No. 7924703

BRATTON, Mary Elizabeth Cataldi, Ed.D. University of Pittsburgh, 1979. 366pp.

The major purpose of this study was to develop an observation system to identify the degree of integration occurring in language communications instruction in the elementary grades. To accomplish this purpose, it was necessary to develop an accurate and measurable definition of integrated language communications instruction, a definition that reflected theory, research and actual classroom practices of the teachings of the communication areas. The definition of integrated language communications instruction on which the observation system was based is instruction that (1) interrelates listening, speaking, reading and writing through the developmental sequences of skills, resources and activities, and (2) provides active involvement of children in real-life experiences to facilitate application of the related communication skills that are being learned.

The System for Integrated Language Communications Observation (SILCO) was developed to provide descriptive information about integrated language communications instruction. The six categories of SILCO, each measuring a specific aspect of integration, are Instructional Organization, Student Communications Areas, Resources in Use, Skill Development Emphasis, Real-Life Communications Qualities, and Integrative Qualities.

SILCO was put to a trial use in three integrated and three separate-subject classrooms in the elementary grades in three different school districts. Four observers, in teams of two persons each, recorded three 30-minute observations in each room during selected portions of reading and language arts instruction. The results of each observation are tabulated along with inter-observer and intra-observer reliabilities.

Upon analysis of the results of the trial use, SILCO was found to have a reasonable degree of validity and reliability for identifying the degree of integration occurring in language communications instruction in elementary classrooms. Based on the findings of the field-test, SILCO was slightly modified, and the final edition with accompanying observer manual is included for use in future research.

EFFECTS OF THREE METHODS OF INSTRUCTION ON STUDENT COMPREHENSION AND APPLICATION OF THE COMMUNICATION PROCESS

Order No. 7917940

DIBATTISTA, Ronald Angelo, Ph.D. Arizona State University, 1979. 166pp.

The purpose of this study was to determine the extent to which three different teaching methodologies affected student achievement of principles of the communication process. Specifically, the investigation sought to answer the question: Are student comprehension and application of principles of the communication process differentially influenced by three different teaching methodologies implemented in business communication classes?

Six intact classes of students were randomly assigned to experimental treatments. The three methods consisted of (1) business communication cases (Method C); (2) practice lessons (Method P); and (3) a listening program (Method L). Each experimental treatment was presented in conjunction with the same course content instruction. Students were administered a pre-test prior to the five-week instructional period. Following this instructional period, a post-test was given.

The assessment instruments were developed by the researcher and validity was established using a five-member panel of business communication faculty. Reliability was established by pilot-testing both forms of the achievement tests on 96 business communication students. Forms of the pre- and post-test were considered complete when a correlation analysis indicated a coefficient of .87.

Six null hypotheses were established for testing differences of mean scores of student comprehension and application of the principles of the communication process. The analysis of covariance was used to adjust for initial differences among the six classes. The adjusted post-test score for comprehension for Method P (15.3510) compared with the score for Method L (14.3807) was significant at the .045 level. Thus, null hypothesis 3 stating that no significant differences occurred in comprehension between Method P and Method L was rejected. All other null hypotheses were not rejected.

The researcher concluded that business communication instructors may be able to select any one of the three methods (C, P, L) with expectation of similar student achievement outcomes. Also, students who receive instruction that includes additional writing exercises appear to attain greater comprehension achievement than students who receive a listening program of instruction.

TWENTY-FIVE COMMUNICATION MODULES FOR MIDDLE SCHOOL STUDENTS

Order No. 7925324

FROST, Merrill Franklin, Ed.D. Brigham Young University, 1979. 220pp. Chairman: C. Garn Coombs

A student workbook containing 25 instructional units accompanied by a teachers manual was written for junior high, or middle school, students emphasizing speech communication skills. The units were designed to help students communicate effectively with teachers, students, and in other social settings unique to their environment and to provide experiences in speaking and listening.

Selected material for the workbook was evaluated by a panel of three junior high speech teachers, three high school teachers with prior teaching experience in the junior high, and three university communication professors. Selected units were taught in three junior high schools in the State of Utah. The Fry and Flesch tests were imposed upon the modules to determine reading and interest level.

SEX AND SEX ROLE DIFFERENCES IN THE CLASSROOM VERBAL BEHAVIOR OF COLLEGE STUDENTS

Order No. 7927205

GREENE, Susan Marinel, Ph.D. The University of Utah, 1979. 220pp. Chairman: Howard N. Sloane

The purpose of the present study was to investigate the question: Do college students who differ in sex and/or sex role differ in their classroom verbal behavior? Background research was reviewed which showed that teachers believe male and female students behave differently, generally in ways congruent with traditional sex role stereotypes. Verbal behavior was selected as one student behavior which might shape differential teacher behavior, and research was reviewed which demonstrated differences in the verbal behavior of males and females and a few differences in the verbal behavior of people of different sex roles. Finally, research demonstrating sex differences in the verbal behavior of people in groups was reviewed since classrooms are groups varying in size and in the sex ratio of participants.

Data were collected in three parts: (a) Part I, questionnaire on classroom participation, (b) Part II, videotaping of simulated classroom discussions (four ten-member groups varying sex and sex role composition), and (c) Part III, observations in discussion sections in ongoing university classes (chemistry, anthropology, history, liberal education, economics, biology, physics, computer science).

Results indicated: (a) A number of sex differences in questionnaire ratings with women reporting lower participation than men in "riskier" situations (large class, class in a traditional male field such as chemistry) and more participation than men in more comfortable situations (class in major field or in a traditional female field such as education), (b) a number of sex role differences in questionnaire ratings with androgynous males and females generally reporting greater participation than males and females of other sex roles, (c) two sex differences in verbalizations in the videotaped discussions with males talking more than females in the punishment discussion in the verbal behavior categories Other and Total, (d) no statistically significant sex role differences in verbalizations in the videotaped discussions, however, five of the six dominant speakers were androgynous, (e) several sex and sex role differences in ratings of the items on the post discussion questionnaire, (f) sex differences in two of the observed university classes with women speaking significantly more than men in biology and liberal education, and (g) in the observed university classes, fewer women in the science classes and lower overall participation by all students in science classes than in others.

Results were discussed in terms of the congruence of the data from difference parts of the study: (a) Students in Part I reported that they would participate less in science classes, and overall participation in science classes in Part III was found to be lower than in other classes, (b) androgynous subjects in Part I reported that they would participate more than individuals of other sex roles, and in Part II, five of the six dominant speakers were androgynous.

Although some of the data supported previous research showing that in mixed groups men speak more than women, some of the data from the present study demonstrated that women spoke more than men. In addition, the magnitudes of the statistically significant sex and sex role differences were not large. Consequently, results also were discussed in terms of the great overlap in the behavior of males and females and among persons of different sex roles.

ORIENTATIONS AMONG SPEECH FACULTY AND CHAIRPERSONS TOWARD FACULTY PERFORMANCE ASSESSMENTS

Order No. 7915244

HAYES, Michael Tad, Ph.D. University of Missouri - Columbia, 1978. 363pp. Supervisor: Dr. James W. Gibson

Evaluations at colleges and universities are conducted more frequently and given greater importance due, mainly, to increased efforts toward becoming more effective and efficient, and greater diversity in the goals undertaken. Among the problems faced by academic organizations, one of the most critical and complex is the evaluation of faculty performance. Generally, faculty share concern in the problem and support evaluation of performances. Less clearly understood are what faculty think matters to assessments and how they compare on their priorities. The purpose of the investigation was to identify and compare the orientations among speech faculty and chairpersons toward faculty performance assessments for promotion and tenure. The study was limited in scope to four-and-five-year institutions and faculty, subject to tenure. It was justified on grounds of providing greater theoretical, methodological, and practical understanding.

Literature on the practice of faculty evaluations was reviewed in relation to theory of the performance evaluation process, using a structural model. Studies showed that although policies and procedures are widely used, assessments are influenced by preferences of chairpersons and faculty, and knowledge of these preferences is lacking. An investigation was therefore designed to answer 13 research questions related to: What factors explain the orientations taken by professional members of speech departments to faculty performance assessments?

Sixty chairpersons and 122 faculty representing 106 speech departments served as respondents to the investigation. Orientations were measured using Q technique, where each subject's preferences were made operant by performing Q sorts, using a Q sample of 48 statements of information about a "target" faculty member's performances. Respondents, indicating items important/unimportant to assessments, completed sorts under two conditions: First order, which determined the person's orientation concept, and second order, which measured

the person's perception of another's orientation concept. The data were analyzed using Q method and the QUANL statistical program. The factor analysis correlated persons over their tests (Q sorts) and the factors represented groups of persons with similar assessment preferences. Findings were divided into phase 1, which identified preferences by using factor arrays, and phase 2, which examined relations among departmental members on three coorientation variables--agreement, congruence, and accuracy.

In phase 1, four factors were discovered among chairpersons, accounting for 59% of the variance. Factors were interpreted for specific assessment interests, general preferences agreed on by other factors, and characteristics of persons loading on them. Comparisons among factors identified the similarities and differences in preferences for performance criteria--teaching, research, and service--and the information reporting performances--documented/displayed and positive/negative. Findings showed that orientations were more highly correlated between particular "companion" pairs of chairperson and faculty factors than those within faculty or chairperson groups; all factors, except one, showed significant correlations ($p<.01$). Among the principle conclusions were: 1) One-third (35%) of chairpersons and faculty gave highest priority to research and formal information; 2) One-fourth (26%) of departmental members express greatest concern for teaching and a blend of formal/informal reports; 3) Two-fifths (39%) of speech professional give equal preference to instruction and scholarship; 4) all factors give high importance to teaching, based on reports of peer observations.

In phase 2, comparisons between means for first and second order orientations showed significant correlations and non-significant differences on agreement, congruence, and accuracy coorientations. Differences within specific departments were evident. Major findings included: 1) Less the one-fifth (17%) of departments show low agreement over orientations; 2) All chairpersons and 52% of faculty think orientations are congruent; 3) Chairpersons are slightly more accurate in estimates of another's orientation; 4) Departmental members tend to predict lower agreement than exists.

Theoretical and methodological implications were developed, and practical applications to facilitate communication were suggested.

EFFECT OF A COMMUNICATION TRAINING MODEL ON NINTH GRADE STUDENTS Order No. 7925780

KECK, Thomas George, Ed.D. University of Northern Colorado, 1979. 88pp.

One purpose of this study was to determine if differences existed in the ability to communicate after communication training had been provided. Another purpose of this study was to examine the effects on communication skills of the following variables: sex, ethnicity, number of siblings and number of parents in the home, and the sex of the parent in a single parent home.

The experimental groups consisted of ninth grade students and tenth grade students who had participated as ninth grade students in communication training in the leadership class at O'Connell Junior High School in Jefferson County, Colorado. The control groups consisted of ninth grade students and tenth grade students who had received no formal communication training as ninth grade students at the sister junior high school of O'Connell Junior High School. These students were selected by the junior high school staff at that school, as leaders, on the same criteria as those at O'Connell Junior High School.

Fifty students were administered the Index of Responding. Responses were rated by three Jefferson County Counselors who were selected on the basis of similar training and experience. They were trained as raters in the use of the Global Scale for Rating Helper Responses.

Responses to the instrument were analyzed by computing a multiple regression analysis with a test for significance performed on the loss incurred from dropping each independent variable. Group differences were measured using a one-way analysis of variance and because of the possibility of differences a Scheffé Test was used and F-ratios developed. The conservative .05 level of significance was set for this comparison.

Three questions pertaining to students trained in the use of communication skills were examined:

1. Did students trained in the communication model score differently on the Index of Responding from students who were not trained?
2. Did students trained in the communication model one year earlier score differently on the Index of Responding from students who were not trained?
3. Did students trained in the communication model score differently on the Index of Responding from students who immediately finished training?

The following questions were also presented:

1. Did sex differences affect the ability to communicate?
2. Did ethnic differences affect the ability to communicate?
3. Did the number of siblings in the home affect the ability to communicate?
4. Did the number of parents at home affect the ability to communicate?
5. Did the sex of the single parent in the home affect the ability to communicate?

A significant relationship was found to exist among the four groups of students. Further examination revealed that students who were trained in the communication model scored higher ($p<.01$) on the Index of Responding than those students who received no training for a period of one year.

The variables of sex, ethnic group, number of siblings, number of parents in the home and the sex of a single parent were not significant ($p>.05$) in the prediction of a student's ability to communicate.

The following conclusions were reached as a result of the data collected in this study. Students who received training had a higher ability to communicate than students who received no training in the model. Students who had not received formal training for a period of one year did not communicate on as high a level as the students whose training was more immediate. Sex, ethnic group, number of siblings, number of parents, and the sex of the parent in a single parent family did not affect the students' ability to communicate.

POSING THE PROBLEM. . . FINDING THE PROBLEM: THE ORGANIZATION OF VERBAL INTERACTION IN CLASSROOM LESSONS AND ITS EFFECT ON SUCCESSFUL CLASSROOM PARTICIPATION Order No. 7924354

LUDWIG, Meredith Jane, Ed.D. Clark University, 1979. 602pp. Supervisor: Dr. Thomas G. Carroll

To investigate the knowledge used by members of two eighth grade science classes to participate as competent, successful students, this study drew upon concepts developed in current research on structuring participation in classroom lessons. This body of research indicates that differences between interpretation and expectation of standards for social interactional competence may lead to negative evaluation of students, to exclusion of students from participation in the classroom, and to unequal treatment of student participation in classroom lessons.

Using two classes in an urban, desegregated middle school, this study describes the strategies teachers and students use to structure their participation. The researcher used a repeated sequence of data gathering and analysis with four sources of data: informal interviews with teachers, videotapes of both classes, naturalistic observation records, and interviews with teachers and students from both classes during viewing sessions of selected portions of videotapes.

The analysis of data is focused on four common features of Classroom Participation. These features are:

1. A Participation Structure in the form of a repeated sequence of four times of interaction. Each time demands certain verbal behaviors to maintain an order in communicating curriculum content. The pattern in its complete sequence is: Posing the Problem . . . Feeling Around . . . Redirection . . . Finding the Problem.

2. A Repertoire of Verbal Strategies for both students and teachers which contribute in a complementary way to the structuring of participation. These verbal strategies are used during certain times in the pattern of interaction to make the class run smoothly. When student-teacher interaction breaks down in synchrony, participants develop improvisational strategies to return the structure of participation to some order.

3. A Process for Negotiation of Standards through which students engage in interpretation of teacher's expectations for task, interaction, and conceptual competence, and teachers engage in clarifying or modifying these expectations as situations of actual work demand. Teachers and students exchange information about these competencies using the strategies mentioned in (2) above. Expectations for competence act as Constraints for successful participation. There are two types of Constraints in relation to the negotiation process.

4. Negotiable Constraints are expectations which are established through interactional work in classroom lessons.

Nonnegotiable Constraints are expectations which the teacher tries to maintain over all work and social contexts.

The study concludes that students spend a great deal of time trying to match the teacher's expectations of task, interaction, and conceptual competence. Students who use certain verbal strategies and participate within the pattern of interaction, meeting the teacher's Nonnegotiable Constraints, are likely to be successful and to develop a Credibility. This credibility affects the teacher's willingness to negotiate errors with students, giving more flexibility in evaluating competence. The study found that students make important contributions to the structuring of participation in classroom lessons and can influence the informal evaluations the teacher makes of their task, interaction, and conceptual competence.

A STUDY OF VERBAL INTERACTION OF STUDENT TEACHERS AND THEIR PUPILS IN PRIMARY AND SENIOR ELEMENTARY GRADES DURING LANGUAGE ARTS AND SOCIAL SCIENCE LESSONS Order No. 7927265

NIELSEN, Geoffrey Arthur, Ph.D. University of Oregon, 1979. 137pp. Adviser: Dr. Fay B. Haisley

The purpose of this study was to describe the verbal interaction of student teachers with their pupils and to record and compare the interaction that took place in particular categories of talk. The study was designed to ascertain the verbal patterns of interaction in several major areas; such as questioning, directing, responding, presenting facts and correcting. The percentage of verbal interaction categorized as student teacher talk, pupil talk or silence or confusion was computed. A study was also made of the frequency and flexibility of the verbal interaction that took place in the student teacher's classroom lessons. Finally, a comparison was drawn between student teachers working in primary grades and those in senior elementary grades. The instrument used was the Reciprocal Category System developed by Ober (1971). This systematic observation technique consists of nine verbal categories, each of which was applied to either student teacher or pupil talk. A tenth category indicated silence or confusion.

The subjects were the total population of student teachers in the Elementary Teaching program at the University of Oregon, Eugene, Oregon, during Fall term 1978 and Winter term 1979. Forty student teachers were used along with the pupils in the classrooms to which the student teachers were assigned.

All observations were conducted in the fifth or sixth week of the term by which time the student teachers had assumed a great deal of the responsibility for teaching the class. Data was collected between 8:30 a.m. and 11:00 a.m. during language arts and social science lessons. The observations were collected only when the lessons were predominantly verbal.

Results of the descriptive study showed that student teachers dominated the verbal interaction in the classroom. Their talk accounted for 59.18% of all verbal interaction while pupil talk was limited in the categories used. Student teacher talk was concentrated in two categories, initiating and directing. Pupil talk was also limited basically to two categories, initiating and responding. Patterns of verbal interaction between student teachers and their pupils were discernable. The most common pattern consisted of student teachers asking questions, accepting responses and presenting facts or giving opinions. Pupils responded to teachers' questions or presented limited facts or opinions.

Student teacher consecutive talk dominated both the frequency and flexibility sub-matrices. Student teachers also asked questions or requested information far more than did their pupils. There was a reasonable balance between the convergent and divergent nature of responses given by student teachers. Pupils, however, who gave many more responses, because they were asked many more questions, responded in a very limited fashion.

Although the quantities of student teacher and pupil talk in senior elementary and primary grades were strikingly similar many other discernable differences appeared in the results. The verbal interaction in primary grades was found to be less limited in flexibility than senior elementary grades. It consisted of short question and response patterns and teacher direction. Senior elementary grade talk patterns were more restricted in category usage and consisted of longer consecutive talk by student teachers and pupils initiating information, facts and opinions.

A STUDY OF VERBAL COMMUNICATIONS OF TEACHERS AND STUDENTS IN SMALL GROUPS FOR PERSONAL AND INTERPERSONAL GROWTH IN THE CLASSROOM Order No. 7923614

RUBINSTEIN, Dalita Louise, Ed.D. Columbia University Teachers College, 1979. 288pp. Sponsor: Professor Arno A. Bellack

There has been a growing concern over the past decade about defining and developing affective education as a curriculum area. Despite an increasing attempt to find a language, a philosophy, and an approach for translating the affective mode into deliberate learning experiences, there still exists a need for more accuracy in describing and understanding the affective teaching process.

The purpose of this study was to record, observe, and analyze the verbal communications of teachers and students in small groups participating in a program for personality growth and development.

The research was conducted according to the following steps: (1) selection of the population; (2) selection of the affective program and development of a system of analysis which deals with several kinds of meanings conveyed by the verbal behavior of teachers and students; (5) coding the nine protocols using the system of analysis; and (6) application of statistical methods for the analysis of the results.

The Human Development Program, which provided the curriculum for this research, was developed by the Human Development Training Institute from the theories of Karen Horney and Harry Stack Sullivan. The daily topics of the classroom program focus on three main areas of experience: awareness; mastery; and social interaction. This program was designed to give students the opportunity to become involved in developing their own personal effectiveness, self-confidence, and understanding of the dynamics of interpersonal relationships.

For this study, the program was dimensionalized as a learning environment along the constructs of the Joyce-Weil "Model of Teaching," and thereby a model for personality growth and development in the classroom was derived.

A verbal system of analysis, developed by Arno Bellack et al. and modified to include the affective dimensions of this study, was applied to the discourse of nine daily sessions, which were videotaped and transcribed verbatim. Results of the analysis of the teacher-student discourse are presented as rules for teachers and students in small groups for personal and interpersonal growth in the classroom. These rules support the concept of teaching as a game in which the players, teachers and students, fill different but complementary roles. The eventual aim of the game is for the teacher, and especially the student, to explore and be aware of their own feelings, thoughts, and behaviors and to be able to share or communicate them.

Although teachers are more active than students in terms of number of lines and moves spoken in the observed discourse, the nature of the discourse of teacher and student differs sharply. The teacher's role and discourse is concentrated around introducing the topic and drawing on the students' feelings, thoughts and behaviors as expressed. Teachers are expected to react to student responses and these reactions mainly consist of non-evaluative ratings or neutral feedback. The students' role and discourse centers around participating in the discussion by contributing material from their experiences and identifying and revealing how these experiences relate to their individual feelings, thoughts, and behaviors. A teacher will, at times, ask other children to contribute alternative ways of behavior in response to a particular student's experiential contribution.

This study demonstrates that research on congruence between a teaching model for personality growth and development and actual teaching behavior when a program in affective education was conducted generated awareness and more understanding of the teaching process in affective education. The observation instrument developed for this study or selected parts may be used as pre- and post-measurements for microteaching units on teacher feedback, encouraging student verbalizations, instructional indicators, and other aspects of the teaching process in affective education.

THE EFFECT OF ASSERTIVE COMMUNICATION AND PRESENCE OF AUDIENCE ON STUDENTS' AND TEACHERS' PERCEPTIONS OF THE RULES WHICH SHOULD GUIDE A STUDENT IN A DISAGREEMENT WITH A TEACHER

WEATHERS, Janet Lynn, Ph.D. University of Southern California, 1979. Chairperson: Professor Edward M. Bodaken

Scholars participating in the National Project for the Development of Communication Competence in Children have proposed an instructional framework which consists of five communication functions that would serve as the focus of communication instruction throughout a student's communication education. Two of the five functions, controlling and feeling, are characterized by behaviors that are assertive, and in some cases, aggressive. The purpose of this research was to empirically test the acceptability of a student's use of assertive communication when interacting with a teacher in a classroom situation.

Research questions sought to determine whether or not students' and teachers' perceptions of the communication rules which should guide a student's use of assertive communication when interacting with the teacher in the classroom would vary depending on the presence of other students or the presence of another teacher. The two independent variables tested were message and audience. The message variable had two levels: assertive and nonassertive. Three audience levels were manipulated: no audience, student audience, and teacher audience.

Subjects in the study were 255 junior high school students and 66 junior high school teachers from two schools in a predominantly white, middle-class school district. Subjects were randomly assigned to read one of six narratives in which a student communicated either assertively or nonassertively concerning a disputed test answer. Depending on the experimental condition, the student communicated with the teacher privately, in the presence of other students, or in the presence of another teacher. Student and teacher subjects responded to an opinion questionnaire which measured their response to the student's communication. In addition, students and teachers wrote statements in which they described the student's communication and indicated how they would evaluate the student based on his/her communication.

Responses to the opinion questionnaire and written elaborations of the questionnaire responses were used to determine students' and teachers' perceptions of the communication rules which should guide a student when interacting with a teacher. The following four communication rules were generated: Rule 1: When a student interacts with a teacher about a disputed test answer, it is preferable for the student to communicate with the teacher in private or in the presence of another teacher rather than in the presence of other students. Rule 2: When a student interacts nonassertively with a teacher about a disputed test answer, it is preferable to communicate with the teacher in private rather than in the presence of another teacher. Rule 3: If a student is interacting with a teacher about a disputed test answer and no one else is present, it is preferable for the student to communicate with the teacher nonassertively rather than assertively. Rule 4: When a student interacts assertively with a teacher about a disputed test answer, it is preferable for the student to communicate in the presence of another teacher rather than in the presence of other students. Rule 1 was supported by both student and teacher responses. Rules 2, 3, and 4 were supported by student responses but not by teacher responses.

Implications of the results of this research for instructional programs designed to implement the National Project for the Development of Communication Competence in Children were discussed. In addition, many future research directions were identified.

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